

School Activities

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Christmas Pageant Scene — Senior High School, Fredonia, Kansas

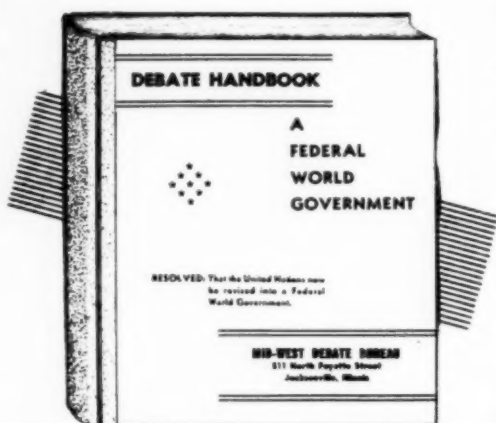


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School Activities

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As the Editor Sees It



Following the publication of Dr. Hulsey's article in the September number we have been accused by some school people of being pro-fraternity. Nothing could be farther from the truth. After a bit of firsthand high school and high school fraternity experience, and after listening to the pro-and-con story for years, we are still anti-fraternity. We can see no justification whatever for the existence of a high school fraternity. That clear?

We published the article because we believe that a position taken on the basis of a knowledge of both sides of a question is much stronger than one taken on the basis of a knowledge of one side only.

A related thought following a recently completed schedule of fifteen state and sectional student council conventions in five states:

Occasionally in such a convention too much time is taken up with financial reports, constitutional amendments, and similar business matters. These may be important, but they probably represent little in the way of definite contribution to the average delegate. Most of them could be handled satisfactorily by committees, with only the briefest program reflection. Thus more time would be devoted to those items which contribute specifically to the solution of problems and the improvement of organization and activities "back home."

Over-commercialization (for both cash and student-drawing prestige) has caused intercollegiate football to degenerate from a wholesome sport into a sordid business; and intercollegiate basketball is fast following the same downhill road. To some extent high school athletics appear to be similarly degenerating; certainly it will, too, unless far-sighted high school people fight to prevent this uncomplementary and unwholesome deterioration.

The Sources of Revenue for Extra-Class Activities is the title of a very pertinent article in the September *School Review*. The writer, Minard W. Stout, Prin-

cipal of the University High School, Minneapolis, made a study of the methods by which 543 Iowa high schools financed their activities program. "An Evaluation of Methods" and "Conclusions" give good point to the study.

It is interesting to note that in Dr. Stout's former school, Rochester, Minnesota, High School, all extracurricular activities are paid for by the Board of Education, no admission or other fees being charged the students.

In some states there are no limitations on the awards which a high school athlete may receive, either from the school or from outside groups and friends. As might be expected, often an athletic hero is capitalized mightily by some outside individual who trades a given-with-fanfare "gift" for some timely advertising.

On the other hand, in several states any award or recognition of intrinsic value is prohibited. In two states nothing of "utilitarian value" may be accepted; in three states the athletic award may cost not more than one dollar; and in six states sweaters are specifically outlawed.

At Thomas High School, Kearney, Nebraska, each year's schedule of clubs is built upon the returns of a poll of student interests. Thus the main emphasis is where it should be, upon the student interests, and not upon some traditional club schedule. Teachers, too, have opportunity to shift their sponsorships. Intelligent? Very!

Two "musts" in recent reading: "Football Fans Aren't Human," by Mrs. Harry Stuhldreher, wife of Wisconsin's famous football coach, and the editorial, "Football's Dirty Linen Sometimes Shows," both in *The Saturday Evening Post* for October 23, 1948.

Close to New Years and closer to Christmas, so you know what we have in mind!

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This Counseling Business

ON a long and monotonous ride on a city bus, I could not help but overhearing the conversation of a group of high school girls in the seat behind me.

"Come on over," one called to the girls seated across the aisle, "I've got to report to the counselor tomorrow at 10:30 to talk over my problems, so I need some help in thinking up some that will really raise her hair."

The other two girls moved across the aisle, and all four crowded into the seat behind me.

"Say, Charlotte was in last week. Did you hear the line she passed out? That really was rich. Said that she was SO mixed up—that her step-father beat her and that her family was so very poor. Guess her act had both of them in tears as it went along."

"But Charlotte's dad is swell, she hasn't got a step-father, and she is the only girl in high school who has a fur coat and can take the extra car when she wants it."

"We all know that, but old lady Smith swallowed the story hook, line and sinker. Said she would do all she could to see to it that the "poor misunderstood child" received the special attention she needed to help her through her problems."

"Say, I can just hear the old Zombie saying that, I can just see her dabbing at her eyes with her handkerchief and running to tell the superintendent she had really reached the soul of one of her dear children, just as soon as the conference was over."

"Yeh, and I can just see the 'Supt.' stroking his chin and saying 'Yes, Mrs. Smith, counseling is such a wonderful thing for these poor, dear children.'"

"Say, just who is Smith to give us advice? Look at her own life, she couldn't get along with her husband, so they are divorced. Her own kid just missed reform school before the army got hold of him and knocked some sense into him. And is she ever a character!"

"Guess the folks who make the biggest mess of their own lives are the ones who are so sure they should mess around in ours."

The girls left the bus at that stage in the conversation, and went off down the

CELIA E. KLOTZ

Instructor, State College of Washington, Pullman, Washington

street, fixing up some good "problems" for the conference next morning. I don't know who they were or what school they were from, but I do know some supposed counselors who take themselves seriously enough that the incidents to which the girls referred could be true.

Counseling, when carried on by persons who are first and foremost respected individuals with superior personalities, and secondary but still important, who have good special training for their work, can be very valuable. Counseling without these qualifications can be a complete farce.

Even the best of counselors would be up against a rather impossible load if she worked in a system set up so as to require her to correct Mary Jones's problems at 10:30 Tuesday morning. Any one who has had even imaginary trouble knows that trouble doesn't usually fit itself into any "Come now, it's time to have a problem" schedule.

I have seen some very excellent high school counselors, some that have actually found jobs for students up against real financial trouble, counselors that saw to it that lost souls around school were included in some group or some activity where they could develop and find happiness, even if that counselor had to organize and sponsor a special activity to meet the need. The work of such counselors cannot be overestimated, but, at least for the present, they are far too few in number to meet the demand, and those who do exist are being deprived of the credit that is their just due by the few sloppily sentimental mis-fits who too frequently hold the posts.

Suppose the school is fortunate enough to have one of these really good counselors. Is the student-counselor ration small enough so that the ordinary child with just an ordinary little problem can feel he is taking it to a friend and not a complete stranger that he may have never seen before? Is the counseling set-up such that a child can feel he can be per-

fectly normal even if he doesn't have a problem?

I have seen some counselors who felt it was part of their counseling job to reform the rest of the faculty, completely forgetting, or at least failing to recognize, that the other teachers were at least as well trained in their own fields as the counselor is in his. Take the real case of a boy we'll call George. George was a timid farm boy. His first few weeks in the city high school found him completely bewildered. When time came for the first grade reports, his were quite low. His Latin grade was failing.

"Please just let him alone this time," the Latin teacher argued with the counselor. "All he needs is time to adjust to the new situation, and he will come out alright. Don't frighten him still more by bringing still more strangers into his life."

But the Latin teacher was not the counselor, so George was called into special conference, then George was called to discuss his work with the principal. George did not attend either conference. George walked out of the high school and home, and he refused to even consider coming back. Not only did he refuse to come back to school, but from that time on he avoided all contact with anyone connected with the school, even with the members of the family of one of the high school janitors who had been his close friends and neighbors since he was a little boy. George's mother reported that he had first received his report of poor work with the idea "I'll sure do better next time and no one need ever know how poor this was." Then complete strangers started to question him about his failure. He got the idea that everyone in school had been told about his record, he was disgraced, and his disgrace had been publicized. There could never be a chance to live it down. George never came back. Too much counseling can trip over its own feet.

When I attended high school, there was a home room system where the student remained in the same home room for all four years of his high school course. The home room period was a ten or fifteen minute affair at the beginning of the day. No class work was planned for this period, but all announcements, ticket sales, spontaneous pep rallies and other incidentals, as well as a large percent of the time miss-

ed through tardiness, were absorbed so that the class periods were free of all but emergency interruptions. The period was more or less informal, and the teacher had one group long enough to get well acquainted with each of the members. The specialized counselor, the office, and the classroom teachers who had the student in class passed on to this home room teacher any information available about the child, including not only I. Q. scores, grade reports, and a report of any irregularity or trouble in which the child was involved, but also any honors or especially commendable reports there might be on his work. If a parent came to discuss the child Miss X could say "Oh yes, he is in my home room, he did have a little trouble in this one respect, but look how well he did in this other class." Isn't that a much better relationship than for the counselor to say "I don't remember the case but I'll look up his card." So far as the child is concerned, if he is going to see the home room teacher every day anyway he isn't going to feel obliged to have a problem if the problem has not occurred.

A similar system was used with very satisfactory results in a county high school I once taught in. Since it was the only high school in a rather large county, a comparatively large percent of the students registered did not live at home but stayed with families in town. This fact perhaps intensified the need of rather close teacher-pupil understanding. In this system the members of one home room were not all members of the same class, but consisted of about an equal sampling of each grade level. Here, also, the child had the same home room for all four years, and the home room period was an informal period for incidentals only. The fact that classes were mixed in each home room group gave an unusual opportunity for wider acquaintance. The new members in school belonged to a family already familiar with the school routine. Student activities, even those concerning only the members of one class, were common school knowledge, and the set-up had a very desirable effect of fostering a feeling of "Our school" not "our class".

Most of the schools I have indirect contact with now have a home room system. Most of them call the first period class the home room, and this means that the stu-

dent has a new home room teacher almost every semester. The tendency is to start class work as soon as roll is taken, and this specialized segregation even for home room periods tends to subdivide even class standing into sub-sets. This organization may have an argument of time-saving, providing classes during the day are not continuously broken into with incidental interruptions. To me, it seems that the teacher who sees a child every morning, problem or no problem, and for up to four years time, a teacher who is month after month made a clearing house for every available bit of information about a child, is the logical one to be of most help to that child when the need for special counseling arises. The teacher-pupil ratio could be kept much smaller without the expense of special counselors to aid the crew already employed.

The job of the counselor is an important one, but the line between counseling and meddling is pretty narrow. One can be good, so very, very good, but the other can be very terrible.

Dance in the Junior High School

WINIFRED NADEL

*Horace Greeley Junior High School,
Astoria, Long Island, New York*

ENTHUSIASTIC adolescents assembled in the spacious gymnasium anticipating exhilarating wholesome fun in their semi-annual G. O. dance. Boys lined the gymnasium on one side, while on the other hand the adolescent girls hung back shyly lining the other side. There was a din of conversation and tittering laughter of the girls and boys. During the momentary pauses, one could hear the dance music that came from the new phonograph.

These young ones did not come to stand, converse or shout; it was their own request to assemble here to socialize and to dance. A number of the girls danced together, and the few boys who did dance were jeered at by the majority of boys who stood on the side. Group pressure kept most of the boys from dancing. They all wanted to dance but were afraid to admit their desire.

Although the dance was unsuccessful from the dance point of view it was suc-

cessful in that it influenced the faculty members who were present to realize that the knowledge of dancing was important to encourage social relationships among the students.

The results of this unsuccessful dance was the reorganization of our entire Health Education program. Our new program stresses more co-ed activities during class-time with the aim of carrying over the learned skills to after-school functions and activities.

A consecutive two-week period every other month is devoted to our co-ed gym program. The first week we stress dancing. The aim of our dance program is to teach the youngsters how to dance sufficiently well so they can participate in a social dance program. In addition, it is felt important to equip the students to enable to meet and mix with their fellow classmates on the dance floor without embarrassment and social uneasiness.

The main effort is directed towards enjoyment during the learning process. The plan of instruction is based on the art of dancing and the use of this knowledge in a desirable social manner. The routine is to teach one step at a time until it is completely mastered. We describe and execute the step pattern so all the students can see the style and floor pattern. Following this, the students perform the step individually and without music. When the step is mastered, it is practiced by the students alone and then with partners to music. Later the students try the same step with other students, merely for the fun of dancing. The students also learn the correct way of asking for a dance and escorting the lady to and from the dance floor. Square dancing is also a part of our program and is enjoyed by more of the boys.

The second week of our program, we have co-ed gym activities in both the boy's and girl's gymnasiums. Volley-ball, relay games, circle games, and individual games such as ping pong, shuffel board, and badminton are presented at this time. All this is a part of the Health and Physical Education program.

The students are learning to participate in activities which they can carry over to their later years. We feel that this is an effective way of pursuing social living, and positive results are attained from this program.

Animated Christmas Greetings

THIS Christmas assembly was held in a gym with bleachers on three sides. A three foot elevated platform 20' x 15' was used as a stage. A decorative frame with branches of greens and colored Christmas tree decorations (painted) upon four sections of upson board was made. Two sections three feet wide and ten feet long formed the two sides, and two sections of the same dimensions were braced together to form the top. Two small side flats, 1' x 10' were hinged to the frame to hold it up and give depth to it. Sixteen trees were placed in green standards. Five of the trees were used in the back of the stage (off of it) to shield the brick wall of gym. Ten trees were placed so as to cover entrances UR and UL, and the music group UR offstage. One big tree half decorated, the decorated side turned upstage, is the only tree on stage. Two entrances were used, one R and one L. The narrator is off in front of the stage to the left. The narrator is seated on the outside of the frame (on stage) as if at her desk, where she picks card after card to select the one she wishes. The inside of each card carries the sentiment which she reads and so introduces the "animated picture" or pantomime. While the picture is acted out she watches it, never leaves her seat.

The music is always background or part of pantomime.

(A Parody on 'Twas the Night Before Christmas)

'Tis the week before Christmas,
And I must find time,
To send all of my friends
An appropriate rhyme,
For Christmas is the time
Of love, and good cheer,
To wish all Merry Christmas
And a happy New Year.
I have all of these cards,
That I must send off soon,
If I get busy right now,
I could mail them by noon.
This one surely
Must go to Jo Anne,
To remind her of old times,
If I can.
How on Christmas Eve

MARGE BIRSACH

*Teacher, Elgin High School,
Elgin, Illinois*

We two braved the weather,
And with Pete and Bill,
Went caroling together.
We sang beneath windows,
Up and down the street,
Then another group
We did chance to meet.
We carolers sang,
For our hearts caught the glow,
With heavenly spirit
We'd sing; then we'd go.
The wind was cold
And the snow stung our faces,
We'd stop; bundle up, tighten shoe laces.
We had loads of fun
Together that night,
So this card for Jo Anne
Is certainly right.

Jingle Bells

There are nine characters in the caroler scene, divided into two groups. One consisting of three girls and two boys. The other of two boys and two girls. . . . A boy—a girl of first group walk in first—UR; the boy strikign his hands together to keep them warm, and the girl tightening her scarf. They look back and duck as if being snow-balled, and cup their hands to show they are shouting to someone. The others walk in from UR, one boy has a snow ball in his hand and runs over to UL and throws at girl DR (etc.)

Adeste Fedelis

Singing is then heard from a distance. Two couples come in from UL singing. others walk in from UR, one boy has a and sing the carol together. They look up as if singing to someone in a house. One girl waves her hand. They finish song and hum. A boy looks at his watch and signals it's time to go. They all leave together humming and leave through the exit up left. When they are all off and in the hall they finish singing the song.

. . . . Costuming Modern; snowsuits, boots, mittens, scarfs and mufflers.

This card shows the church goers,
The offerings they bring
In hopes that their gifts

Would make the chimes ring.
 The picture reminds me
 Of the story of old
 Of the offerings of riches,
 Both silver and gold.
 Each walked to the altar
 With what he had brought,
 A most beautiful present,
 But all lacked good thought.
 Their hearts were not in it,
 The chimes did not ring,
 For each did not give
 His most treasured thing
 Until a shy girl,
 So small and unaware,
 Laid down a gift from her heart
 With love and great care.
 For grandma this one
 Ought to be just right;
 To get one that is holy
 Would be her delight.

Silent Night

Chorus

The second scene is a church scene based on "Why the Chimes Rang."

Three girls come in from up left and walk at an angle to Down Center. They walk abreast to the imaginary altar where the middle girl, who carries a Bible in pantomime, steps forward, kneels and places the Bible on the altar.

This one with the soldier
 Would be right for Joe
 This is his first Christmas home
 In three years, you know.
 He has told me how he felt
 On Christmas morn,
 How homesick he was
 And so forlorn.
 He dreamt of the time
 When he danced in a whirl
 At a Christmas formal
 With Susie, his girl,
 But now he is home
 And can have all his fun,
 For his job fighting for peace
 Is over and done.

White Christmas

Solo—first chorus with piano, second chorus without piano with chorus humming on solo.

Third scene—one boy, one girl. A tired, lonely soldier in fatigue clothes and a helmet slowly walks on stage from up left. He mops his brow with a handkerchief, as it is very, very hot on this stand. Then

he takes a letter from his breast pocket and opens it very carefully. He starts reading as he slowly sits down on a box that he has carried in. He stops for a moment and then starts fading back out. Then he continues. Slowly, his head nods; his hands drop to his lap as the letter flutters down to the ground. He is asleep.

Suddenly, a dreamlike figure of a beautiful girl in a filmy gown appears from up right and slowly starts walking toward him. The soldier is dreaming of his girl back home, and perhaps, this is the way she looked, on the last Christmas home. The girl has her arms outstretched to him. Upon reaching him, she stops a moment and then starts fading back out of the picture. After she is gone the soldier wakes with a start, then looks searchingly around, only to discover she is nowhere around; that she was only a pleasant dream. Filled with disappointment and longing he rises, picks up the fallen letter, puts it in its envelope and then back into his pocket, and slowly walks off.

Costuming—soldier wears tan fatigue suit and his girl wears a pink formal with a full skirt.

Oh, look at the skaters
 So merry and gay,
 This picture would give cheer
 Most any day.
 Mary would like it,
 I know she would,
 She always liked skating
 And was really good.
 We used to go skating
 And play in the snow,
 Build snow men and snow forts
 To guard against foe.
 But now Mary's gone
 Down south, she went
 Where skating and snow
 Are quite an event.
 But this picture will remind her
 Of the winter's fun.
 Of the joys we had
 And the friends that we won.

Winter Wonderland

First chorus played on piano, verse and chorus solo with piano. Third chorus without piano with chorus humming. No solo.

Fourth scene—four boys, two girls. The scene is a skating pond on a cold, blustering day. Two boys appear, one carrying a pile of wood (pantomime)

and the other starting a snow man. After he finishes the snow man at down center, he goes over and warms his hands over the fire the other boy had built down left. They throw snow at each other and go chasing off stage left. A minute later another boy comes hobbling in on skates (he has skate guards), goes to the fire and warms his hands. After looking skeptically at the snow man that has been built, he sees and waves at a girl in the distance. The boy comes to up center, and the girl appears from up left. The girl sits on a box down right. While he puts on her skates, she fixes her scarf and waves to some of her friends. The boy finishes putting on her skates and puts her shoes on the box. They walk off the ice onto the shore on their toes, and warm themselves. At this moment a boy and girl come together from down right. The first girl comes out to meet them. She invites them to come join them at the fire, the first boy waves a greeting. At this time, unknown to the four around the fire, two small boys appear on stage packing snowballs, which they throw at the skaters. (Etc.)

This joyful and cheery one
Will go to Aunt Mae,
'Cause at her place I spent
Last Christmas day.
It shows just exactly
How things were there,
How the tree was trimmed
With the greatest of care.
Sister and brother
Scampered down from their beds,
With the magic of Christmas
Crammed in their heads.
They found two little elves,
Helpers of Saint Nick,
Who gave them to know
Santa would be there quick.
Sure 'nuf' Santa came
In his suit of red,
Gave them their toys,
And returned them to bed.
Then Santa and his helpers
Went on their way
And left this message
We have here today.
Merry Christmas to All

Up On The House Top

Two little elves enter from UR. They turn the tree on stage. Two very small children in pajamas (we used four and

five year olds) entered with wonder to see if Santa Claus could be there. They discover the elves, who in turn bring Santa Claus in to them. They help Santa distribute the toys. Santa then picks up the smaller child and carries her off to bed. He then hurries off to his sled. The two elves start to dash off after him, then remember a date they must perform. They bring out a large scroll which they unfold on which the words "Merry Christmas to All" are held up for the audience to read.

Educational Measurement Bureau

W. LESTER CARVER

Bureau Sponsor,

Westinghouse Memorial

High School, Wilmerding, Pa.

WHEN Westinghouse Memorial High School opened its doors eleven years ago, the first service club organized was the EMB (Educational Measurements Bureau) and it is still flourishing today. With a full crew of eight senior, seven junior, and six sophomore boys of the non-smoking variety, the club meets each Monday night and spends one hour in scoring the intelligence, aptitude, and achievement tests administered in the school testing program. Only the raw score is secured by this group, the faculty sponsor completing the final processes of grading. This relieves the pressure on the boys by the students, for each individual receives his completed scores when interviewed by the guidance counselor.

Following this hour of diligent service to the school, the group adjourns to the school gym for spirited competition in basketball, volley ball, weight-lifting, table tennis, wrestling or boxing, whatever the season and their desires dictate. A hot shower, a short bull session while munching over the ice cream snack, and twenty-one high school boys are ready to call it a day.

The boys work hard and accurately in their service; they play and cooperate on the gym floor; and they made possible a larger testing program than would otherwise be feasible.

Our First Student Council Conference

NOT long ago it was decided that the problems of the Student Council of Horace Mann Laboratory High School were not of an exclusive nature, and that, if the council members of various other schools could get together to discuss them, all concerned would be benefited. At first, all schools in the district of six counties were to be invited to participate, but later it was agreed that a smaller group would do better for a beginning. Invitations were then sent to nineteen high schools in Nodaway County. Participating schools were asked to send a group of council members and their sponsor, or if there was no council, to send student leaders interested in organizing a council.

Students and student teachers outlined the work that needed to be done in preparation for the conference and concurred that these committees would be essential for success: invitations, registration, social, discussion topics, food, and program.

After registration on the day of the conference, the representatives assembled in the auditorium to hear a program. Each school had been asked to bring a three minute number as its contribution to the entertainment: a musical number, reading, playlet, or anything that would be fun for the group. All schools were not heard from and so the host school had several extra numbers available as inserts into this program.

Members of the host school were group discussion leaders. They found it necessary to do an extra amount of reference work so as to be able to lead an intelligent discussion and to have the proper background for their topics. A sampling of their reference readings is given in the bibliography.

Following the entertainment and introductions, the discussion group met. Topics for the groups were:

- I. Organizing the New Student Council.
- II. The Student Council and Social Life in High School.
- III. How the Student Council Can Help Plan Assemblies.
- IV. The Student Council and Special Projects.

John K. Garrett

*Northwest Missouri State Teachers College
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V. How We Can Help with Noon Hour Activities.

VI. The Sponsor and the Student Council.

After these meetings, luncheon was served at the college dormitory, with ample time for students from the different schools to become better acquainted.

Business was resumed after lunch in another general assembly, where summarizing reports were given by students selected from the different discussion groups. Plans were then formulated for succeeding meetings, with perhaps a permanent organization if sufficient interest could be aroused.

Additional social opportunities were provided in the concluding event—a tea dance.

Valuable experience was received not only by the students of Horace Mann as they planned the entire conference, but also by the students of the visiting schools and the student-teachers of the Northwest Missouri State Teachers College. The latter group acted in a supervisory and advisory capacity over the students, but under the watchful eye of the permanent faculty of the high school.

Although not as many schools responded to the invitations as was hoped, this conference will serve as a cornerstone for the building of future student council meetings at this school. The ground was broken, a beginning has been made, and a challenge has been offered for other meetings in the years to come.

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How We Celebrate Christmas

MARILYN KULP

Student, Junior High School, Manhattan, Kansas

CHRISTMAS comes but once a year and at this time everyone likes to share the Christmas spirit. Manhattan Junior High School students are not exceptions.

As you enter the building a very beautiful display case greets you. In front of a lovely background of blue velvet, we see a representation of Jesus in the manger, with his mother and father watching over Him. The three kings are there presenting their gifts to the infant King. The shepherds are also there to worship the Lord. This attractive scene is the work of our art classes. On either side of the display case is a lovely Christmas tree covered with beautiful lights and decorations. This is the work of the Federation Council.

Two programs are presented each year in which every student participates. They are the Christmas Masque and the White Christmas.

The Christmas Masque is a musical pantomime which was written in 1932 by two junior high teachers. It is a very beautiful portrayal of the Christmas story and has been presented to the public every year since.

As the curtain opens we hear voices and then we see carolers passing by a

lovely church singing traditional Christmas carols. Then people of many nationalities enter the church while songs of the different nations are being sung by a huge chorus. There are some children in front of the church trying to sell papers and flowers. The people all ignore these poor children because they are beggars. They are poorly clothed and very cold. When the minister begins his sermon, the children are pushed away, and the doors are closed before them.

As the curtain again opens, we see the story which the minister is telling the people in the church. Shepherds are sleeping while two sit up to watch the sheep. While they are talking, one looks up and sees the Star of Bethlehem. They waken the others and they all walk toward the star.

Then we see Mary, Joseph, and the Christ Child surrounded by the shepherds. Reverently the wise men enter bearing their gifts. Then the curtain is closed very slowly.

Again we see the church. This time the people are leaving and, having been inspired by the sermon, they help the crippled boy and buy the papers and flowers. Then they take all three children home.

The other activity, the White Christmas, is given to help needy families in our city. It is sponsored by the Hi-Y and Girl Reserves organizations.

Several weeks before Christmas each homeroom adopts a family. Then the members of the homerooms gather food, clothing, toys, and many other things which would make a happy Christmas. Money is also collected so that each homeroom may purchase one or more chickens to complete the menu for the Christmas dinner.

Before the baskets are delivered, an impressive assembly is held. The stage is decorated in white, the baskets are covered with white paper, and the homeroom representatives are dressed in white. The representatives present the baskets and stand behind them while they are being blessed by a minister. Before this main part of the program, selections of Christmas music are played. After the assembly the baskets are delivered to the grateful families by members of the Girl Reserves and Hi-Y.

Planning the Affirmative Rebuttal

RESOLVED: That The United Nations
Now Be Revised Into a
Federal World Government.

DURING the first half of the season, the high school debater has spent most of his time reading the available materials on the debate topic and then assimilating what he has read into a well-planned constructive speech. Quite often he has been so busy in his search for new materials that he has not had time to stop and evaluate the arguments that can be presented both for and against. Before the debater can prepare for the rebuttal speech, he should take time to study the strengths and weaknesses of both sides of the topic. This will enable him to protect the weaknesses in his own arguments and to attack the weaknesses of his opponents'.

During the first few months of study, the debater feels that he has gained new knowledge of the subject from practically every article that he has read upon the subject. As new evidence is gained, he will rewrite and replan his constructive speech many times. Soon he will reach the point where he feels that his constructive speech is satisfactory. When this happens he is ready to begin the even more difficult task of preparing his rebuttal speech.

This period of transition between the completion of the preparation of the constructive speech and the preparation of the rebuttal speech is indeed a difficult one. There is a real danger that he will not prepare adequately for the rebuttal speech, simply because he does not understand just what should be done. All too often the debater is so enamoured with his own constructive speech that he feels that his opponents cannot possibly tear down his arguments. This is a grave mistake that most debaters will regret after their first contests.

While it is true that the preparation of the rebuttal speech does not follow any well-defined pattern as in the case with the constructive speech, there are certain rules of progress that can be followed. The first rule is to remember that you cannot win a debate by merely present-

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ing an effective constructive speech. In all too many cases a few strong points of your opponents, delivered with force, will nullify the effectiveness of most of your arguments. Evidence of this is shown in the recent presidential campaign. While the Republican candidate was presenting generalizations upon good government and unity, the successful Democratic candidate was pressing home certain facts and issues. For the farmers, he was presenting the need for supporting farm prices; for the young couple just establishing a home, the fact that he planned to retain price control; for labor, the opposition that he had expressed for the Taft-Hartley Act. The sum total of these many smaller points used by the Democratic candidate won enough people to his side to turn what promised to be a Republican landslide into a comfortable Democratic victory.

A second rule in preparing rebuttal speeches is: make a thorough study of the weaknesses of your side of the case. The glaring weaknesses of the negative should be listed, and an outline of the best methods for attacking each individual weakness should be made. After the outline is finished, practice the delivery of refutation on each point in order to make your delivery effective.

A third rule is: keep a card file of all points that may be presented by your opponents. Each card should include the argument of your opponents, an outline of the method of attacking the argument, and a list of facts or quotations applicable to the point being refuted.

If these three rules are followed, the debater should be prepared to refute most of the arguments that will be presented by his opponents.

ATTACKING THE NEGATIVE WEAKNESSES

When the debater prepares his constructive speech, he quite naturally anticipates the strong arguments of his opponents and then writes his constructive speech in such a manner as to attack these strong

points. This must be done if he hopes to present a good affirmative case. If the debater attacks the strong points of his opponent in his first speech he will have ample time to attack the weaknesses of his opponents' case in the rebuttal speech. There is a strategic advantage in waiting until the rebuttal speech to attack your opponents' weaknesses because then they do not have as much time in which to defend these weaknesses as they would if you attack them in the constructive speech.

In the remaining part of this section some of the weaknesses of the negative side will be presented, and suggested methods of attacking these weaknesses will be given.

NEGATIVE WEAKNESS

The negative debaters will be forced to admit that the people of the United States do not favor isolationism at this time. In other words, the people favor some form of international cooperation today, yet the negative debaters are saying that we should not join in creating a federal world government now.

AFFIRMATIVE ATTACK

Our friends of the negative have taken a contradictory stand in this debate. First, they admit that the people of the United States abandoned the principle of remaining isolated eight years ago. Then the negative maintain that even in spite of this very apparent public attitude we should not join in establishing a federal world union. Such a stand upon the part of the negative shows a great weakness.

We would ask the negative to show just how we can abide by the apparent will of the people of this country to form some strong type of international organization without supporting a Federal World Government? After the first World War a weak type of world confederation was created, but it failed. After the last war we created the United Nations, but again we find that it is too weak to be effective as an instrument for promoting international peace.

The weakness in the stand of the negative is simply this. They do not trust the people when dealing in international problems. Instead of doing what the public wants, they wish to retain our discredited system of isolation.

The negative debaters will have to ad-

NEGATIVE WEAKNESS

mit that one of the greatest desires of all of the peoples of the world today is to maintain world peace with honor. We doubt if there are more than one or two nations who actually want war. When the negative refuse to support the creation of a federal world government, they are admitting that they are not willing to take the steps necessary to promote international peace.

AFFIRMATIVE ATTACK

The negative debaters are assuming a rather difficult position in this debate. They say that they want international peace, but they are not willing to join in the formation of a federal world government that can guarantee world peace. When they admit that they want to promote world peace, they must also be ready to show just how world peace will be secured without creating a federal world government.

The weakness in the negative stand is simply that they are against the establishment of a federal world government, but they are not for anything that is constructive. It is not enough merely to go on record as being against this proposal. They must also show us that there is a better way to promote world peace than the plan that is presented and defended by the affirmative.

NEGATIVE WEAKNESS

The negative debaters have proposed that we can solve the problem of maintaining world peace by forming a union of the democratic nations bordering on the North Atlantic. This proposal means that the United States would become a state in a super world state that would not include all of the nations of the world.

AFFIRMATIVE ATTACK

When the negative debaters propose that we should form a union of the democratic nations of the North Atlantic, they are making the mistake of abandoning practically all of the leading arguments against the formation of a federal world government. They have abandoned the argument that the people of the United States would lose their national sovereignty, because they are proposing such a loss when they suggest that we join in this

(Please turn to page 134)

"What Is It?"

A PROJECT TO STIMULATE SCIENCE INTEREST

WHAT is it?" started during one of our science faculty meetings at Cleveland Junior High School. The idea was to exhibit a number of mystifying articles pertaining to many fields of science which would create the interest we felt had been lacking.

When the project was discussed with Dr. Leon Mones, the principal of the school, he felt that the possibilities were so great that the challenge should be presented to the entire community.

Each science teacher contributed a variety of personal materials from which we selected forty of the best. Some of the items were easy to identify, others were more difficult. The reason for making this range in difficulty was that the contestants differed not only in age but also in their background of experience. Realizing that there would be considerable variation in exposure by the contestants, we decided to offer four prizes, one each for the 7th, 8th, and 9th grades and one for the competing adults.

In order to make participation easily available to all interested, the exhibit was displayed at an important public location, the display windows of the Plymouth Savings and Loan Association of Newark, at the corner of Springfield Avenue and Bergen Street, one block from the school.

Almost every department in the school cooperated in aiding the success of "What is it?" The printing department prepared the jingle cards and contest blanks; the art department did all the lettering, posters, and displays; the manual training department built special boxes to hold the completed forms, and others helped in many ways.

One of the outstanding features of the exhibit was the cards that accompanied each article. On each one was a jingle which gave a hint to the identity of the item. Here are a few of the rhymes we used. Could you identify the articles from these jingles?

"Strictly mineral is this substance so white—It helps protect people in fiery plight."

"Coal, air and water—what science can achieve—To make this thread—its hard to believe."

JOSEPH GETMAN AND EDITH GLICK
*Cleveland Junior High School,
Newark, New Jersey*

"Makes jewelry, lamp bases, shot in a boy's game—The shapes will be different, the name is the same."

"It flies through the air as pale as the moon—Began life as a worm, then became a cocoon."

"To keep contents sterile is an aseptic rule—We call them containers, Doctors say...."

"To wash the board this comes in handy—It hails from a home that's wet and sandy."

"Harder than stone; yet a diamond is harder—An important item in each homemaker's larder."

The rhymes were placed beside each one of the forty items displayed. In many cases the jingle was absolutely necessary for the accurate identification of the article. The list of items was as follows:

- | | |
|----------------------------|------------------------------------|
| 1. Cartesian diver | tus |
| 2. Petrified wood | 23. Radio resistors and condensers |
| 3. Hypodermic needle | 24. Earpiece of telephone |
| 4. Lucite rod | 25. Briquet |
| 5. Film wrapper | 26. Dental drills or burrs |
| 6. Gas mantle | 27. Flint arrowhead |
| 7. Kaleidoscope | 28. Cocoon |
| 8. Neon tube | 29. Radio crystal |
| 9. Fish gaff | 30. Nylon thread |
| 10. Ivory nuts | 31. Pumice |
| 11. Sponge | 32. Chromium |
| 12. Ampules | 33. Asbestos |
| 13. Balling iron | 34. Tooth |
| 14. Water magnifying glass | 35. Night light |
| 15. Glass wool | 36. Hydrogen peroxide |
| 16. Cork | 37. Fool's Gold |
| 17. Sutures | 38. Photographer's exposure meter |
| 18. Carborundum | 39. Gas jet tip |
| 19. Bee frame | 40. Agate |
| 20. Luna moth | |
| 21. Monarch butterfly | |
| 22. Diathermy apparatus | |

The contest blanks were distributed to the students by their science teachers. Since every pupil in the school studies science, we were able to contact all the pupils. Contest blanks were placed at the bank for those people outside the school who wished to enter the contest. For a two-

week period the pupils ran to the bank windows at every available moment. They searched in books and interrogated one another for the answers. Finally the deadline arrived and the completed forms were returned.

The pupils gave their individual blanks to their science teachers, the adult participants placed theirs in a special box at the bank. When all returns were in, the box at the bank was emptied, and all entries were checked. We divided them into the four specified groups. The person in each group achieving the greatest number of correct answers was declared the winner.

The prizes were a camera and a roll of film to the winner in the 7th grade and a home photography developing and printing kit to the winners in each of the other

three groups.

On May 8, at our annual "Parent's Night" program, the names of the winners were announced and the prizes distributed.

Thus did our "What is it?" contest culminate. We felt that our primary purpose had been achieved. Interest in Science had been stimulated among the students and the community. We hope that they were awakened to an awareness of the presence of science in all phases of our daily life. Furthermore it served as an excellent motivation for fine school publicity throughout our community, and the bank itself considered it a fine advertising project. So, the pupils, adults, teachers, the school, and the neighborhood bank all benefited.

A Fraternity Changes to a Service Club

It was on the third day of my illness that my assistant phoned to tell me that my third grade group had broken down into three secret clubs. The result was confusion. Children from one club refused to continue work on a project with children from the other clubs. Secret notes flew back and forth—good for spelling and writing but bad for group morale. One youngster, who had not been invited to join any organization, formed a club with himself as sole member. The happy cooperative atmosphere which is so necessary for good teaching had disappeared from the group.

When I returned three days later the situation was even more acute. Secret handshakes and salutes had been adopted by the various clubs, term-long friends were enemies, and school work was almost impossible.

I knew that something had to be done quickly. Two possibilities presented themselves.

The simplest and most ineffectual way to deal with the situation would have been to say, "No clubs are allowed at The Emerson School." This would have most certainly been an invitation to concealment and furtive behavior.

The other possibility was to offer the children a substitute. And what better substitute than a bigger and better organization?

I wanted to bring the clubs out into

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open discussion. An opportunity was given me when one of the children asked me to join his organization.

"Tell me about your club, Michael," I said.

Michael answered, "I'm the president."

"How nice," I said, "Did they vote for you? Were you elected?"

"No, I made myself president and then I asked my friends to belong."

I knew Mike was very popular with the children and would probably win any election held in the group, but I plunged on, "I don't think that's very fair. I wouldn't want to belong to any club that doesn't hold elections. But tell me Michael, what is the purpose of your club?"

"What do you mean?" asked Michael, who is really a very serious, fair little boy.

I explained in great detail, using different organizations to illustrate my point, that most groups form for some special reason. Some of the children told about clubs their parents had joined.

At what I hoped was the propitious moment, I said, "What do you think a third grade club could do here at our school?" The children were very enthusiastic; almost everyone had a suggestion. Before the discussion ended, each child had prom-

ised to think and write down for the next day all the things a club at The Emerson School could do.

When the children presented their ideas, they read out the following:

Give plays

Make money for the school

Play games

Send packages to Europe (A project the class was already engaged in).

Give parties

Do jobs around the school

I looked around the room. There was pleasure and interest written on the faces of the children. It was my cue. "Would you like to have one big club and we'll all work together in it?" I asked.

The answer was unanimously, yes.

Using the list made up by the class as our purpose, we turned to choosing a name for the new club. We voted on the name. The children loved the ritual of collecting and counting the ballots. The new club was to be called "The Emerson School Seniors." (The Emerson School is a nursery school and the third grade is the oldest group.) It was immediately suggested by one of the children that we should be known as the E. S. S. Secrecy is exciting to children and I knew that if this club were to replace the several other secret organizations formed in my absence, it had to have some excitement and glamour.

By this time the boys and girls were so interested in the new club that the old ones had been forgotten. In fact everything was going so smoothly that I almost forgot one very important point. It was disclosed to me by overhearing one child say to another, "Who wants to belong to a club that everyone can join?" The factor of "in-group out-group" attitudes were thus manifested. It is right and natural for children of eight years of age to wish to belong to an in-group. They are no longer very interested in what adults think of them. Rather, they are concerned with what their peers think. They want the assurance of the approval of their friends. Being in the in-group is one manifestation of this. With this in mind, at the very first opportunity I brought up the question of the first grade.

"We must decide," I said, "If we're going to allow boys and girls from the first grade to join our club."

After a long discussion, it was decided

that the first grade children were not old enough to join our club. Thus the in-group feeling was preserved as Grade One became, for them, the out-group.

Because children love ritual and because my group is a very dramatic one, I taught the children as much parliamentary procedure as I thought they could understand. If I had any doubt at all as to whether they could handle this new project, that doubt was dispelled when Peter in answer to the query, "Any new business?" said, "Mr. President, I think we should decide how long you and the other officers are allowed to hold office."

Club activities have been running smoothly. There seems to be no end of things for the club to do. The children started off by making cryptic posters about the club and hanging them in the halls and classrooms of the building. This awakened the interest in both parents and children about the club, thus flattering these very important club members.

The club secretary wrote letters to each teacher offering her the services of E. S. S. members. The response was gratifying. Club members are now doing useful jobs for the teachers of our very young children.

The club also has a story committee. These children have visited the different groups at appointed times and read to the children.

The club has also taken over the European project, given one party, and suspended one boy from office. But more than all this, the club has accomplished its true purpose—that of bringing harmony back to our group.

At first the club was only an emergency measure. Not only has it accomplished its immediate purpose, but it has given the boys and girls a chance to express themselves, assume school responsibility, and to meet problems and resolve them with group cooperation in the democratic way.

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ASSEMBLY PROGRAMS

for JANUARY

Here is a list of ideas which appeared recently in the Illinois *Parent-Teacher* under the title "If I Were a Program." These ideas, which with slight modification seem applicable to the school assembly, might be of interest to readers of this department.

If I Were a Program:—

I would want to be full of inspiration, interest, information, and instruction.

I would want to be carefully studied, well-planned, and built on a year's theme of the highest and best to meet the needs and interests of the school-community.

I would want to have definite aims, promote worth-while activities which would have a positive appeal or application to the achievements and problems of the students and teachers.

I would want to create thinking and form public opinion which would result in constructive action.

I would want to convey to my audience matters of vital importance to the welfare of youth.

I would want to have good speakers with sincere and helpful messages.

I would want community folk to express their viewpoints and to give of their experience and education.

I would want to have a sense of humor for the many things people say about me.

I would want criticism if constructive, and forget it if not. I would like praise when I could get it, if well-deserved.

I would want to be just as good as it is possible for me to be.

I would want to send students and teachers back to their classes wanting to be better students and teachers.

I would want lovely music.

I would want all to stand up and sing "God Bless America, Land That I Love."

PROGRAM SUGGESTIONS FOR JANUARY

*Week of Jan. 3-7: Physical Education
Demonstration Assembly.*

The first week in January is an appropriate time to present an assembly growing out of the work of the physical education department. There are many possible plans which are practical for use in such a program. Perhaps one

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of the best plans would be to hold two assemblies, one for boys and one for girls, or to divide the program into two parts—the first for boys and the second for girls. Some schools may want to hold the boys' program one week and to let the girls' program follow the next week.

An article describing both a boys' and a girls' physical education assembly is given below. It is written by Divine Spadafore of the physical education department of New Cumberland, Pa., High School, where the programs were presented.

A unique assembly was presented in January of last year by the boys' physical education department of New Cumberland High School. The most brilliant part of the program consisted of scenes done in pantomime showing the stages of the Machine Age.

The bodies of the boys dressed in bathing trunks were covered with a mixture of aluminum powder and salad oil. This gave an effect of silver figures. Then colored lights were turned on the boys, this giving a magnificent glow on the bodies.

The scenes were centered around the idea that in early times a man's work was mostly physical. Then the machine came into use, and man became more and more dependent on machines and consequently lost his physical ability.

Then to show how man can build up his body in his leisure time, statues depicting sports for all seasons were presented on the stage. The sports for the seasons were:

Fall—football and soccer.

Winter—boxing, wrestling, basketball, and bowling.

Spring—baseball, track, golf, and tennis.

Pyramid building, tumbling, and daring exhibitions on the springboard were also a part of the assembly.

The week before, an interesting assembly was presented by the girls' classes of the physical education department.

The "take-off" of the program was a mad traffic scene centered around the song "On a Bicycle Built for Two". There were groups of girls, some dressed as boys, on bicycles riding through rushing fire engines and speeding cars. Vehicles used in this scene were toys, and the drivers were younger students. The musical background was a trio of girls singing the theme song.

Immediately following this scene, girls came in from either side of the auditorium, jumping rope to music. They took their places on the stage and went through some familiar routines, handling the ropes skillfully. A waltz was done on skates by a duet. Then, on the stage came a chorus of girls, first they waltzed, then tap-danced, and last they did a modern jitterbug number. With this the curtain came down on the first part of the program.

"Jack, be nimble! Jack, be quick!" The group took this as a motto in doing their building of pyramids and in tumbling. The girls worked with perfect timing in doing the backward rolls, forward rolls, headstand, chest stands, stomach balances, and backbends.

The program concluded with scenes done in pantomime showing different sports that girls can use in their leisure-time activities throughout the year. The entire script for the program was written by a junior girl.

Week Jan. 10-14: Assembly Featuring a Panel Discussion or Debate.

It is suggested that the program for this week be centered around a panel discussion of some problem of general interest, or a debate featuring the interscholastic debate proposition for the school year of 1948-1949. Perhaps the proposition, by this time in the year, will have received sufficient study that there will be little difficulty in planning for the assembly. If a topic is selected for a panel discussion, perhaps one dealing with a local school problem or issue will be of more interest than one dealing with a national or international topic.

Following is an account of a discussion assembly which contained some unique ideas, and which might be suggestive in arranging a similar program in other schools. It was sent by Mr. Alfred C. Ramsay, Principal of the Glen Ridge, New Jersey, High School, where the assembly was presented.

Which of the assembly programs of Glen Ridge High School during the term of 1947-1948 was the most unusual is difficult to say. It is generally agreed, however, that the Suburban Conference panel discussion of the proposition that a student court be established in Glen Ridge had

more influence and aroused more interest than any other program.

First we must explain that Glen Ridge High has combined with five other neighboring high schools of similar size to form what is now called the Suburban Conference. The Conference deals with matters pertaining to student government, athletics, and journalism. Each of the student councils sends representatives to joint meetings held about six times a year for the purpose of exchanging ideas and local news. It was at one of these meetings that delegates from Glen Ridge, pressed with the problem of establishing a student court, asked the Conference if it would be possible for each group to send a student to give an account of the attitude of his school concerning a student court.

All of the five schools represented at the special assembly in Glen Ridge a little later in the school year, had had experience with a student court in their own school systems. Two were very much in favor and three were just as much opposed. To avoid confusion and repetition of ideas, our program planners visited the schools, found out what attitude each took, and assigned accordingly a specific point for each debater.

The main purpose of this session was to ac-

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quaint our pupils with what a student court really is—its construction, its benefits, and its weaknesses. Some of the most important questions asked by the audience were: How can reliable leaders be chosen? Will the position of Judge or Juror condemn an individual socially? To what limit does the authority of a court extend? The schools speaking on the affirmative stated that in the administration of their student court all judges were outstanding figures and respected in the class. They also said that no offenses were ever repeated and that after the establishment of the court there was a greater respect and interest in the pupils' attitudes toward their school system itself.

The negative side questioned the uses of a court and the right of one pupil to pronounce a judgment or sentence on another. One point of interest concerned the emotional effect a "hearing" might have on a person. These problems were discussed in great detail, questions being directed from the audience to the debaters.

As far as the reaction of the audience on the whole, it can be said that generally the student body of Glen Ridge High does not endorse the setting up of a student court. The fact, however, has not been stressed that all juvenile offenses that would come under the jurisdiction of the court cannot be handled by the town police and would be referred to a juvenile court in a larger city where records are made. It is hoped that from this important assembly more people will give serious thought to the matter and that next year's student council will be able to take definite steps.

Week of Jan. 17-21: English Department Assembly Program.

The third week in January seems to be a good time for the English department to present an assembly based on some of its activities. Below are illustrations of two programs which are direct outgrowth of the work of English classes. The first report describes a program by the American Literature classes of the Senior High School, Kilgore, Texas. The report, which was written as a class project, follows:

As the culminating activity of the study of magazines this year, our American Literature classes presented an original assembly—a realistic portrayal of the class giving dramatized magazine reports. Sixty-five students participated in the program, either directly by acting in the skits, or indirectly by contributing props or writing the scripts in classes. All scenes made use of costumes, scenery, and lighting to pro-

duce realistic effects. Sequence of skits is as follows:

I. A new student asks his English teacher (portrayed by a real teacher) for the day's assignment. She explains that the class is to meet in the auditorium that afternoon to give reports on magazines, with each one containing both a general information and a special-feature report. A few minutes elapse before the bell rings for the class to begin.)

II. Students pour noisily into the auditorium from all entrances and keep up a general state of confusion until the teacher enters and takes over. They are seated on the first two rows of the center section of the auditorium.

III. The first report, which is on *Mademoiselle*, consists of two boys' conversation supplemented, in the background, by a dramatized fashion show with musical accompaniment ("A Pretty Girl is Like a Melody," "Here Comes the Bride," "Star Dust," etc.) As the boys, turning the pages, discuss certain fashions in the magazine, girls modeling these styles appear behind the reporters in scenes on the stage.

IV. Two boys give the next report also—a stock report from *The Cattleman*. It was poorly prepared and somewhat humorous but made the desired impression on the audience.

V. *Holiday* is the magazine used for the next report, given by a girl who has to contend with unruly boys that are helping her dramatize it. The special feature which she uses is on travel in Mexico. It is a humorous presentation of a typical street scene showing the usual ven-

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dors and tourists, who bargain over everything.

VI. The girl who reports on the *Ladies' Home Journal* uses as her specialty "Fifty Years Ago in the Journal," featuring Winchell's "Girl Yesterday." Dressed as a Gibson Girl, she gives a radio news-broadcast based on items from Fifty Years Ago" and introduces a couple dressed in the costumes of the Gay Nineties, who perform a song-and-dance number.

VII. The *Etude* report is comparatively short, consisting of piano and violin solos ("Stout-hearted Men" and "Play, Fiddle, Play.")

VIII. *True* magazine has a very unusual and effective feature, "Patton's Talk with God." The stage is set for a candle-light scene in a chapel, which also serves as a war room. The skit includes not only Patton's actual prayer but also the circumstances under which it was made and the results.

IX. The last report is on *Omnibook*, chosen as a magazine that appeals to the people in their later years as well as to today's youth. The skit, which has a how-to-grow-old-gracefully theme, features a girl dressed as an elderly woman reading while sitting in a lovely garden. A vocal solo of "When Day is Done" ends both this report and the program.

The second illustration was also written as an English class project. It is from the Community High School, Watseka, Illinois, where it was presented under the direction of Miss Verna Burns, teacher of Senior English. The report follows:

One of the most outstanding assembly programs at Watseka last year was presented by the Senior English class. It was given at the conclusion of the study of drama by the class.

The program consisted of five original skits which were enacted by the students who wrote them. Most skits were burlesques of some well-known radio program. The "All-American Boy" was changed to the "All-American Girl." Others included the Man on the Street and the Soap-Box Opera. Each skit was a complete radio program. The Keen Kids brought us a heart-rending program under the sponsorship of the Soup Water Company, Sleepy-Eye, S. D. Fuzz, the soap that makes clothes clean, presented the Lone Stranger Rides Again. Boing, the cereal which does not get soggy when you put milk on it because it is already soggy, was advertised as the breakfast for athletes.

The All-American Girl put the heroine through the typical tortures and escapes. The mysterious man in a black coat had her in a burning cabinet and by a rare streak of luck was she able to escape only to be put into a dungeon.

When the wall broke and the sea came rushing in, leaving the heroine and her friends in deathly peril, a short commercial on Boing was given and the program ended with "Tune in tomorrow...."

This was followed by the Lives and Loves of Keen Kids. After the commercial on the Soup Water Company, they presented the heart-felt tortures of love and what it can do to innocent little girls. Then the Soup Water Company was again mentioned and the program ended with "Will Ellen Get Her Man?"

Ragweed Cigarettes brought the Man on the Street program to life by interviewing everyone who happened to be on Times Square.

All skits were complete in every detail. Music was produced by records, and a variety of musical selection were used to bring about the desired effects.

Even though this program may seem ridiculous, the student body enjoyed it. The students who participated gained valuable experience in planning, writing, and presenting the parts. We believe that it was no more ridiculous than many of the radio programs presented every day. Maybe it taught a valuable lesson and may lead to more intelligent use of the radio.

Week of Jan. 24-28: Basketball Rally Assembly.

About the last of January the basketball season is in full swing and an assembly to boost this sport is in order. Usually a shortened period is devoted to the program or it contains several numbers not directly connected with basketball. Singing, school yells, and other activities to arouse student enthusiasm will naturally play an important part in the program.

A report of a basketball rally assembly has been contributed by Martha Jane Gintzell, Pitts-

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burg High School, Pittsburg, Kansas, which may contain a new idea. The description of the program follows:

"You have exactly fifteen more seconds in which to answer this question: How many players are there on a girls' basketball team?" This question and many others similar to it were asked of five basketball boys in a pep assembly held at Pittsburgh High School before one of our most exciting games.

In order not to slight the girls, a drawing was held on the stage and the girls whose names were drawn took their places opposite the boys. These selected girls were asked questions on the rules and terminology in boys basketball. In turn, the boys were quizzed on the general ideas of girls basketball.

Two "Dr. I. Q.'s" kept the program moving along. One quizzed the boys and the other the girls. Each question had a definite time limit in which to be answered. If a person failed to answer his or her question, he or she had to leave the stage.

Some of the questions asked of the boys were: "How many time outs are allowed during a girls' basketball game?" "How many dribbles is a girl player allowed before she has to pass the ball?"

Girls were asked such questions as: "How long does each quarter last?" "How many free throws are given for personal and technical fouls respectively?" "What is a double foul?"

By the process of elimination there were finally one girl and one boy left. To make sure these did not miss their questions, "puds" were asked. For example, "Who will win the basketball game tonight?" or "Name one handsome basketball player on the Pittsburgh High team."

After straining their mental capacities to the breaking point, the two contestants finally answered the questions and received top honors. The reward was in the form of a date for each winner. The identities of their dates remained unknown until the announcement was made at the close of the assembly. This "mystery" boy and "mystery" girl walked out on the stage to the tune of the gasps of the student body. The unknown couple had been given a week's publicity in the school paper beforehand to arouse interest and curiosity as to their identity.

Theater tickets and "a coke" for each of the four were furnished by *The Booster*, weekly student newspaper of Pittsburgh High School.

GUIDANCE ASSEMBLIES

The final offering of this department for this month was written by Mr. Ronald O. Smith,

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Vice-Principal, Roosevelt High School, Portland, Oregon. Entitled "Guidance Assemblies," the article describes quite a comprehensive program involving both vocational education for seniors and "forecasting" for all other students. This is a combination of two old ideas which gives a new twist and should be of value to larger high schools.

It has been evident that two serious problems exist in our school. They are: (1) our graduating seniors who are entering the job market have few ideas on how to locate job opportunities, apply for a job and the necessary qualifications for holding that job and advancement therein; (2) our undergraduates select their electives program blindly unless they happen to be so-called problem children. True in some cases and in the counseling department, effort is being expended along these lines but the great mass of the student body is not reached.

Last spring, we endeavored to reach our student body through an educational program to meet these needs. By nature these two problems are not similar but for simplicity in administration, we united them into a joint program. Our seniors were given a special vocational assemblies program. In order not to upset our schedule, undergraduates were returned to their homerooms. There our program of electives was explained to them. Thus our daily class schedule was not upset as we operated on our assembly day schedule (class periods were shortened nine-minutes each in order to provide a special forty-five minute assembly period.)

Six forty-five minute assemblies were conducted for the seniors. Outside speakers were invited to conduct them. Inasmuch as personnel managers and directors of local businesses are the ones who will be doing the hiring of these students, they were the ones asked to preside at the special vocational assemblies. Representatives of manufacturing industries, transportation, retailing, banking, and of the State Employment Service participated. Speakers were asked to speak from thirty to thirty-five minutes on the following points:

- (1) Types and kinds of jobs available in field.
- (2) Qualifications necessary in their field.
- (3) How to apply for a job.
- (4) What they (personnel man) looks for in a prospective employee.
- (5) Presentation of an interview.
- (6) How to keep a job.
- (7) Special features of personnel programs (company training, etc.)

The remainder of the period is then devoted to questions from students.

While the seniors are being presented the above program, the undergraduates are in their homerooms. The assembly period has been divided into four ten-minute periods. During each period the teacher or a speaker moves from room to room. The elective is then presented so as to cover the following points:

- (1) What job it may lead to.
- (2) What will be taught in the course.
- (3) How class is taught.
- (4) What is expected of the student in the class.
- (5) How course will make student a better citizen.
- (6) How course will develop a student's personality.
- (7) What leisure-time and recreational activities may be learned from the class.
- (8) Other special features of the course to be noted (cost, etc.)

Due to time limitation, the description must necessarily be brief. However, it does broaden the student's vision, and I might add, that of the faculty as well, as to the opportunities offered in the selection of electives.

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Planning the Affirmative Rebuttal (Continued from page 124)

union of the nations bordering on the North Atlantic. They are also abandoning the argument that the United States does not wish to be forced to pay the governmental expenses of the other nations of the world. If their plan is adopted, the United States, with its great income, will be forced to assume a disproportionate share of the tax burden.

Finally, the negative are abandoning the argument that we should adopt a plan that will bring world peace. All that their plan will do is to force the creation of a Union of Russia and Asia into another world group that will be strong enough to challenge the wealth and power of the union proposed by the negative. Sooner or later we will have a world war that will engulf the two great world powers formed when the counter proposal of the negative is adopted.

SUGGESTIONS FOR MAKING REBUTTALS EFFECTIVE

1. There is no substitute for a thorough knowledge of the question. The student who has read and mastered a great amount of material about the subject is potentially in a better position to refute an argument presented by his opponent than is his less well prepared colleague.
2. The debater should make a list of the leading arguments that will be advanced by his opponents. His next step in preparation is to make an outline of the way he will attack each major argument. Included in this outline would be such items as:
 - (a) The major weaknesses in your opponent's argument.
 - (b) How to disprove his argument either by logic or by the presentation of statements made by authorities on the subject.
 - (c) After you have prepared to refute his argument, plan a way to clinch your refutation so that your efforts will remain in the minds of the audience.
3. Practice the delivery of your refutation speech just as you practice the delivery of your constructive speech. Since it is possible for the debater to anticipate well over half of the arguments that will be presented by

his opponents, he should spare no effort in preparing to meet and defeat these anticipated arguments. Practice will develop fluency in presentation in such a way that it will not only give confidence in the actual debate contest, but it will help the debater over the rough spots of refutation when he must rely entirely on extemporaneous presentation.

SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of sample arguments that will probably be found in most negative cases. The suggested methods of meeting them will be found following the argument.

NEGATIVE ARGUMENT

The proposal of a federal world government will never work because the United States and Russia cannot get together on the type of government that would be established.

AFFIRMATIVE REFUTATION

The negative have stated that the plan of forming a federal world government should be abandoned because the United States and Russia could not get together on the type of government that would be established. We of the affirmative will admit that there is a very great difference in the governmental ideologies of the two nations, but we will not admit that the two nations could not get together if they really wanted to do so. Today each of these great nations is trying to force the other to do something that will cause the other to lose face with the rest of the world. The United States is using its international strength to show Russia that we are the greatest power on earth. Russia, in turn, is following the same tactics.

NEGATIVE ARGUMENT

A Federal world government cannot be established because the people of the United States will not give up their national sovereignty to become citizens of the world.

AFFIRMATIVE REFUTATION

We realize that this argument that the people of the United States would have to surrender their national sovereignty in order to become citizens of the world seems to be a great stumbling block. Up-

News Notes and Comments

Wenatchee (Wash.) High School publishes a complete schedule of school events of the current week in every issue of the local newspaper.

The Saturday Evening Post's "The Kids Love It," by Lawrence N. Galton (Dec. '45)—the story of how students of Skokie Junior High School, Winnetka, Ill., run their own insurance company, bank, store, etc.—has been reprinted for distribution by the American Institute of Cooperation, Independence Square, Philadelphia 6, Pa.

A folk dance festival in Barrington, Ill., is fast becoming an annual community event. Plans are already underway for this year's celebration, scheduled for February 19, which will bring 15 nationality groups from Chicago to demonstrate the dances of their forefathers. Appropriately, it is named the United Nations Dance Festival.—Education Summary.

During March—the birthday month of their organization—360,000 Camp Fire Girls will stage a nation-wide project entitled "Make Mine Democracy". For complete information, write Camp Fire Girls, Inc., 16, East 48th Street, New York 17, N. Y.

SCHOOLS FOR CHEER LEADERS

A few state associations have instituted schools for cheer leaders. Under the guidance and leadership of trained college and university students, high school students are instructed in attractive maneuvers requiring skill and precision, but which take the cheers and the cheer leaders out of the class of the cheap and the brazen and direct them into that of classy songs and yells directed by skilled and artful leaders. That seems to be what we need, and perhaps we can do something about it.—E. A. Thomas, Editor of R. H. S. A Jour.

Allied Youth opened a three-day Planning Conference at Buck Hill Falls, Pa., on November 18th.

East Junior High, Duluth, Minnesota, has a Child Care Club (Kid Kare Klub) which is open to all seventh grade girls interested in taking care of children. Members of the club learn

to perform the duties necessary to good child care.

Pearl A. Wanamaker, State Superintendent of Public Instruction of Washington, announces that 148 districts representing all but three of the State's 39 counties had summer recreation programs this year. Of these districts, 27 for the first time joined the program for which the legislature during the last biennium appropriated \$250,000 in State aid for recreation.

Portales, New Mexico, High School has started the ball rolling for the organization of a State Association of Student Councils. Its students have carried on correspondence with other high schools in the state, held a preliminary planning meeting, gathered information about student council associations in other states, and laid the groundwork for a New Mexico Association of Student Councils.

The 1948 Annual Convention of the Wisconsin High School Student Council Association was held at Wauwatosa High School, November 12 and 13.

"The Student Council in the Secondary Schools of Texas", by Louise Hanna MacGuffie and J. G. Umstattd, is a new bulletin issued by the Texas Study of Secondary Education, Austin, Texas.

An insurance company in Iowa offers a policy to officials, coaches, and administrators that will protect them against injuries at high school games and contests.

"Back to the Farm," by Merline Shumway, is a 3-act play immensely popular in rural communities. Send 10c to the *School Activities* office for a sample copy.

The Home Economics Club of Anoka, Minnesota High School has an unusual project. The group has been keeping several white rats, and feeding them to show the effect of good and poor nutrition on their development. Charts, pictures, etc., have been made to show the development of Elmer, Mortimer, Taft, Herman, Squeaky, and other rats which have been fed various diets.

From Our Readers

Editor, School Activities:

Please send me information on club activities, mottoes, etc., for junior high school or upper elementary grades. Where can I get help for such work?

Yours truly,
Mrs. T. A. Judd
Mangham High School
Mangham, Louisiana

Perhaps you can borrow from some library a copy of McKown—"School Clubs," published by Macmillan in 1929 and now out of print. Also, any standard book on extracurricular activities includes a chapter on this topic.

Editor, School Activities:

I have 40 students in my class in Problems of Secondary Education and would like to have sample copies of your magazine for each member of this group. If it would not be asking too much, I would appreciate it if you could send all copies of the same month. I particularly like the November issue.

Very truly yours,
C. W. Ellenberger,
Supervisor of Teacher Training
State Teachers College
Edinboro, Pennsylvania

Thanks for your interest and compliment. The copies have been sent to you.

Editor, School Activities:

We have a problem on which we need help. Our "B" Club, composed of boys who make varsity athletic teams, this year became a represented body in our Student Council. In accepting this Club into the Student Council Association, it becomes necessary for the Club to be brought up to date in student activities and relationships. We feel that some of its policies and practices, for example, initiation, are hardly modern. Our problem is to have something in concrete form to give the officers of this Club

showing them what common practices are in progressive schools in the States. Can your readers help us?

Yours truly,
E. W. Hatchett,
Student Council Adviser
Balboa High School
Balboa, Canal Zone

Can our readers help you? We are sure they can. Will our readers help you? We are sure they will. (Come on, readers, and don't let us down.)

Planning the Affirmative Rebuttal (Continued from page 134)

on further consideration, however, we see that this is not such a great problem. Back when the United States was formed, the citizens of each individual state surrendered their state sovereignty to become citizens of the United States.

Instead of looking at the problem of sovereignty alone, we should look to the great advantages to be derived from becoming citizens of the world. First it would eliminate war as an ever recurring instrument of destruction every few years. Secondly, when war is eliminated, the fear of national bankruptcy can be discarded since the great costs of war will not bear heavily on the treasuries of all nations. Finally, we can spend our time in peaceful pursuits instead of preparing for war.

These benefits will be great enough to cause every thinking American to be willing to surrender his present sovereignty as a citizen of the United States to become a citizen of world government.

(The fourth and final article of this series by Harold E. Gibson will appear in School Activities next month.)

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How We Do It

C. C. HARVEY, *Department Editor*

JUNIOR HIGH STUDENTS LIKE HIT-PIN BASEBALL

Since so many students of Parrish Junior High, Salem, Oregon, come from outlying districts, over half of the nine-hundred boys and girls stay at school for lunch. That presents the problem of keeping them interested in constructive activities during the noon-hour, especially during the rainy season.

At Parrish last year, the girls were allowed one of the five noon periods each week to run off their tournaments. As the girls were working hard to earn sufficient points to become members of the Girls' Letter Club, they clamored for more time. After conferences of school officials, it was agreed that if an activity for the girls that would hold the interest of the boys could be found, the girls could have two noon periods instead of the one originally scheduled.

"Hit-Pin" Baseball was the game which solved the problem. It was new to the students, simple, fast, and exciting. It is an excellent lead-up game for softball, and it is good in developing skill in throwing and catching the ball. It requires "heads up" on the part of the spectators, and while not dangerous as a spectator game if common sense is used in setting it up, the ball should be watched.

Four Indian clubs and a soccer type ball are required. The teams are the same as softball, and the Indian clubs are set up as bases. The ball is kicked, the runner goes around the outside of the clubs and must make a home run every time. The ball, when fielded, must be thrown to the bases in order; and to put the runner out, the Indian club ahead of the runner must be knocked down by the ball held securely in the hands of the baseman. For example: a fielder catches the ball on the bounce, throws it to first baseman, who throws it to second baseman, who throws it in turn to third baseman. The ball passes the runner on the throw from third baseman to home so the runner is put out by the catcher knocking over the pin at home. *Active Games and Contests* by Mason and Mitchell (A. S. Barnes and Co., New York) has an accurate description of the game, and, of course, there are always changes in the rules to fit your own particular situa-

tion. We play that balls off the rafters or walls are fly balls, and if caught before hitting the floor put the runner out.

This game has solved several situations: that of adding a game to be played in tournament to those which can be counted toward Girls' Letter Club, adding to the available time for the girls to run off tournaments, and providing entertainment for those numerous students who remain at school for luncheon and have no place to go to spend their free time.—JEAN M. BURGESS, Girls' Physical Education Department, Parrish Junior High, Salem, Oregon.

CLASS TRAINS SPEAKERS FOR COMMUNITY PROGRAMS

This term, something new has been added at Central High, Binghamton, N. Y. In the lounge during the seventh period, endless conversation can be heard. However, this is a means of accomplishing a purpose.

The group from which it is entitled is the Special Public Speaking Class. It is composed of students well advanced in the art of speaking and directed by Miss Helen Foley, dramatics and English instructor. The discussions which ensue are necessary for determining themes of programs, topics for speeches before community groups, etc.

Main purpose of this special class is to provide an efficient group for carrying on radio programs, speaking on miscellaneous programs in the school, and participating in programs in the community.

This group has presented radio programs for the "Round Table of Christians and Jews", the Department of Education, the Community Chest, and the "Story Road". It has also sent out speakers to various organizations during the Tuberculosis campaign. Speakers have appeared on P. T. A. programs, civic group meetings, and youth conventions.

The Special Public Speaking Class is a new addition to our school. It might be said that the work of the group is extra-curricular, as almost all activities are carried on outside the class. No matter how it is classified, it is a valuable addition to school life.—RITA ARMSTRONG, Central High School, Binghamton, N. Y.

SPONTANEOUS NOON-HOUR ASSEMBLIES MEET NEED

During the winter months of 1947-1948, a series of noon-hour assembly programs was presented at the Helena-West High School. The programs developed spontaneously as a result of a need for something for students to do between the time when they finished eating their lunches and the beginning of the first period in the afternoon.

The student council took the lead in planning and conducting the programs. Attendance was not compulsory, but practically every student liked the idea, attended faithfully, and looked forward to the programs with much enthusiasm.

One of the activities which proved most popular was group singing. In the group singing assemblies, four or five students would stand on the stage and lead the singing. Ballads and popular songs were selected most of the time.

Another kind of entertainment that proved to be very popular was the talent program. On this program, every student was given an opportunity to demonstrate his hobby or to do the thing in which he excelled. Some activities consisted of dancing, readings, impersonations, tricks and magic, all kinds of musical numbers, demonstrations, and stunts.

Other forms of entertainment were quiz programs and picture shows. We feel that these noon-hour assemblies served a real purpose by giving students something constructive to do to occupy their leisure time during the noon-hour on days when the weather did not permit activities to be carried out on the playgrounds.—JUANITA SMITH, Helena-West Helena High School, Helena, Arkansas.

MEMORIAL IN SCHOOL LIBRARY PAYS TRIBUTE TO WAR HEROES

The Northeast High School for Boys, Philadelphia, Pa., has completed a memorial to 307 of its heroic dead—boys whose laughter and high hopes resounded but a short time ago throughout our halls. The memorial covers an entire wall of the school library. A large center section of blond oak has carved in relief a garland of oak leaves and holly entwined, symbols of strength and victory.

Below the inscription, we find the poignant words of Lawrence Binyon:

"They shall not grow old as we that are left to grow old,

Age shall not weary them nor the years condemn.
At the going down of the sun in the morning
ing

We shall remember them."

To each side of this center design are panels with carved names. A beautiful flag projects from a bronze holder at the top of each panel. Thus, our flag drapes its colors over the names of our dead.

Under these panels are book sections. A book is dedicated to each hero. Money for these books was contributed by relatives and friends. So far as possible, the book reflects the interests of the boy whose memory it serves to keep alive.

The Northeast High School has pioneered in student government. Our school Senate was organized in 1905. Recently, Senator Pasztalaniec of section A-1 proposed that each senator sponsor a name on our memorial and give an assembly talk on that boy—a brief account of him as we knew him, a short review of the book dedicated to him.

The school day will be known as his day. A special floral tribute bearing his name card and his book will be displayed at the base of the memorial.

Thus, we will remember them.—JOHN E. BOYD, Director of Assemblies, Northeast High School, Philadelphia, Pa.

HOW WE USED RADIO PROGRAMS AS PUBLIC RELATIONS DEVICE

In September 1947 WESB, local broadcasting station of Bradford, Pa., agreed to give fifteen minutes each week to the public schools, providing they would have a program of interest ready each time. One week the time was set at 11:15 a.m., and the alternate week at 7:30 p.m.

The superintendent appointed a committee of teachers, principals, and supervisors to arrange a series of programs that would indicate somewhat the scope of our public schools. This was a unique opportunity to improve public relations and the committee deliberated long on the type of program they wished to present. It was finally decided that the series should include the philosophy of our schools, some significant procedures and the outcomes, pure entertainment, and general information.

Programs were initiated during American Education Week with several talks given by faculty members before service and social clubs.

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Thereafter, each week fifteen minutes were given over to the schools. The diversity and scope of the enterprise is indicated by the following list of some of the programs: String Ensemble, Spelling Contest, Guidance Programs—"Are You Going to College?" and Career Planning, Elementary School Chorus, History Quiz, Debate, Father and Son Current Events Contest, Hobby Lobby, Health Education Program, Presentation of Present-Day Trends in Education by Superintendent, Science Quiz, St. Patrick's Program of Irish Folk Songs by Sophomore Chorus Vocational School Program, Amateur Program by Elementary School, and Band Concert.

It is much too soon to evaluate completely the program in terms of its success in improving public relations, but we know that interest of the lay public in various areas of our public school work has been stimulated, the press has given us favorable comment, and pupils and teachers have been inspired to do better work as a result of the activity.—STELLA H. SPRAGUE, Director of Secondary Education, Bradford, Pa.

A NEW AND UNUSUAL WAY OF FINANCING PROJECTS

Emerson School, Dayton, Ohio, set as its goal for the term of 1947-1948 the raising of sufficient money to install a public address system in the building. It was felt that this would improve the school by serving several purposes, such as: student broadcasting, phonograph and radio broadcasts, and inter-communication between office and rooms.

How to finance such a project proved to be a challenge. The idea was conceived of letting students write letters to purchasers of motor vehicles. The purpose of the letter was to congratulate the purchaser and to ask for his sales-tax stamps.

The cost of the public address system was approximately \$4500. By November of 1947 it was apparent that this method of financing would result in this amount and the system was ordered installed.

The system has been found a boon to school activities. During the activity period, pupils broadcast music, skits, opening exercises, news, and announcements to all homerooms. In the event of a last-minute announcement as pupils are leaving the building, it is possible to reach all children instantaneously by the emergency switch. Then, too, each teacher has absolute privacy in her room. This feature is accomplished by a lever in each room which the teacher controls. No administrative eavesdropping is therefore possible.

If approved by the faculty, the next project we shall undertake is to equip our school library. The estimated cost of this as visualized at the present time is \$7000. This unusual method of financing school projects is presented as a possibility in other cities and other states where sales-tax stamps can be converted into cash receipts by schools and other institutions. The idea, however, is obviously the sales prerogative of Emerson School in this city. The faculty and children of Emerson would consider it a breach of professional ethics to copy it anywhere in Dayton.—V. C. DiPASQUALE, Emerson School, Dayton 10, Ohio.

SEEING THE WORLD VIGARIOUSLY THROUGH SCHOOL TRAVEL CLUBS

Like most all alert Americans, students are travel-conscious. It is not possible for all students to visit the many interesting places in our country and the world, but they can have a vicarious travel experience through the activities of a travel club.

Such a club can be organized in connection with a social studies class or as a separate extra-curricular group. Its purpose should be to enable members to learn the various modes of travel, how to conduct themselves while trav-

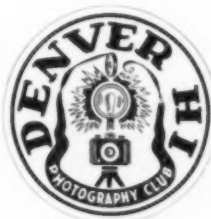
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eling, and knowledge of interesting places to visit. Participation in a travel club is not only educational now, but it will enable students to get the most out of travel whenever the opportunity presents itself.

At the Millburn, New Jersey, High School, the Travel Club carries on varied activities. The first activity each year is one of members telling their travel experiences. Always there are members who have visited interesting places. This sharing of travel experiences leads to reading, writing the Chambers of Commerce and Travel bureaus for information and literature, the showing of travel films, and sometimes the correspondence with other students in distant cities and countries.

There is an abundance of material and unlimited activities which a travel club in any school can use as a basis for programs. One good idea for programs is to plan trips to different places, taking into account the cost, method of travel, material needed on the trip, customs of people in the place to be visited, and other matters. Sometimes it is possible for the group to go on trips during a holiday or weekend.

One activity of the Millburn Travel Club is to invite guest speakers to tell of their visits to various places. There are always local citizens who have interesting travel experiences to relate. Veterans also can give interesting accounts of the places they have visited.

In many schools, seniors go on a trip to Washington, D. C., or to some other place of unusual interest. Planning for a trip of this nature may be assigned to the travel club.—FREDERIC G. ARNOLD, Millburn High School, N. J.

"PONT L'EVEQUE" IS ADOPTED BY OUR STUDENT COUNCIL

In the spring of 1947, the Student Council of Riverside High School, Milwaukee, Wisconsin, voted to adopt a European school. The students had been inspired by the graphic descriptions of need given by a lecturer who had worked with displaced children in Europe. The plan was presented to the individual homerooms, and a vote was taken to select the country in which the school should be located. France was chosen. The next step was to write to the Save-the-Children Federation to obtain the name of a school. The school assigned to us was located at Pont L'Eveque, seventy percent of the inhabitants of which had lost everything during the war.

The first money to aid Pont L'Eveque was obtained by a paper drive which netted about \$350.00. About half of this sum was immedi-

ately sent to the Save-the-Children Federation to purchase clothing, food, and school supplies. From a Milwaukee bank which had made a change in the uniforms worn by its employees, twenty-two old uniforms and eleven jackets were obtained. Since then, individual classes and homerooms have been at work on gift boxes. Packages of food and clothing, basketballs, and three air-force tents for camping trips have been sent. Boxes are always in the process of being filled. Money for postage is taken from a fund established by proceeds from a second paper drive.

Mutually helpful correspondence is carried on by pupils and teachers of our school and the French school. One Pont L'Eveque teacher wrote: "The classrooms are in barracks. We have no more library....it's very difficult to get books, exercise books....all. In spite of this, we have good morale and sanguinely we work." Our favorite letter concluded: "The best thanks, if you could see it, would be the smile of the children going out from school with the precious bundles: 'U. S. A. gift,' as they said. For them, for their family, thank you, thank you very much."—W. G. KASTNER, Principal, Riverside High School, Milwaukee, Wisconsin.

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HOBBY CLUB GIVES EXPRESSION TO MANY STUDENTS' INTERESTS

In many small or medium sized junior and senior high schools there are hobby clubs. However, these groups are generally limited to those fields of greatest demand such as photography, aviation, or possibly stamp collecting.

But what of those boys and girls who have an interest in an activity or collection that is unknown or not appealing to the majority? They also want and merit recognition and a way to express their interests by sharing their hobbies with others.

"You haven't enough sponsors or program space for each of these boys and girls or there aren't enough interested to start a club for each one," is the usual comment one hears. This latter statement is the answer to our simple problem. Why not have a "Hobby Club" or a "Collectors Club" and bring together many of these diversified minor activities?

Finding a sponsor for this club is not as hard as it may seem. He would not have to have the special interest and skill necessary for the success of a club of narrow interest. Rather he would be a person of broad background, preferably having a keen hobby interest himself.

Much of the program can be devoted to an explanation-demonstration by the person or persons interested in a particular thing, followed by a general discussion by the entire group. In this way interests and exposure to a wide variety would be had or developed while the demonstrator reaps a deep satisfaction. This type of club would also eliminate the stagnation that sometimes arises in some hobby clubs for lack of just such a variety.

Your club will admit a few people who have no hobbies or activity interests and give them a chance to see such diversified hobbies as rock collecting, reptile raising, match-cover collections, antique guns, and old key collections parade before them so that they too can find a hobby.—GEORGE HENNINGS, 894 Ray Avenue, Ridgefield, New Jersey.

STAMPS USED AS BASIS FOR STUDYING HISTORY

Students of social studies in Hancock, New York, High School, found an unusual assignment awaiting them when they reported for school last September. Mrs. Elva Mack, head of the social studies department, had selected a large number of United States postage stamps and mounted each stamp on a card. The first assignment in social studies was for each stu-

dent to select one of the stamps for use as a basis for a general topic of a term paper. Each student had a different stamp, which was used as the topic for doing considerable research, a group report, and the term paper.


Our young people found it fairly easy to produce creditable research documents—especially those who were fortunate enough to draw such stamps as have been issued in honor of Washington, Jefferson, Lincoln, Franklin, or in the celebration of some historical event or anniversary. Such stamps, however, as those in honor of Nathan Hale or other less well-known historical figures were not as easy to develop into a long paper. However, papers produced by the young people were of considerable interest to other students, as well as to the individual writer.

The papers were carefully collected in notebook form and, after grading, were made available to other students who were interested, as well as to other people about the school. Some of them were displayed on bulletin-boards for the information and inspiration of the entire student body.

The idea of using the stamps as the basis for the theme seemed to be especially attractive in that there was an element of chance involved. Nobody knew what topic he might draw and each student seemed to be more willing to work hard on a chance allotment of a topic rather than an arbitrary assignment by the teacher. Stamps such as the Merchant Marine stamp, the Old Ironside stamp, the History of Medicine, and the White House stamp produced particularly good papers.

The project seemed to give the whole group a general overview of some outstanding characters and events in American History, promoted a great deal of discussion in the groups and an almost unlimited exchange of information. The interest and enthusiasm thus aroused was a particularly beneficial part of the experiment in that it provided a continuing basis for the rest of the work for the school year.—GILBERT M. BANKER, Supervising Principal, Hancock Central School, Hancock, New York.

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BEHIND THE IRON CURTAIN OF SCHOOL ACTIVITIES

The average citizen in any place has only a vague idea of what goes on behind the "Iron Curtain" of the modern high school. Students, too, often do not realize the many opportunities for learning and enjoyment which exist in the activities of their school.

"The Inside Story," a movie presenting a complete picture of school activities, has been a real asset in explaining the operations of Benson High School, Omaha, Nebraska. It has been valuable in giving the citizens of Omaha a realistic look at the high school, as well as in helping new students make better adjustment to school life.

Since the student council is the most representative body in the school, it was the natural organization to sponsor such a project. A master plan of all activities was drawn up, and committees were selected from the council to handle arrangements. As only experienced photographers would be able to produce a film that would be a credit to the school, we contacted several professional photographers. However, prices quoted were much more than we could afford, so we approached the local amateur movie club, and found that members were eager to co-operate. The school agreed to purchase the film and other incidental supplies, while two photographers from the movie club would take the pictures, using their own equipment. When finished, the film was shown to the student body. The photographers were satisfied to get the practice in making pictures, and the school was happy to get the work done at so little cost.

Several days were set aside for taking pictures of the normal operations of the school, and such activities as operettas, athletic events, and the military ball were filmed as they occurred during the course of the year. Groups were photographed in their normal activities in an attempt to have the film as natural as possible. Pictures from the air were taken when a local airline donated the services of a plane and pilot. Fire drills, the cafeteria, and other variety shots were added to complete the inside story of Benson High School.

After the actual filming of the movie was completed, the work of splicing, titling, and narrating remained. About twenty titles, lettered by the school art department and then photographed, were used to subdivide the hour-long film. The sequence of the film was then decided upon, and the scenes and titles were spliced into the picture in the proper order.

As each school group was photographed, its sponsor was asked to write a short account of the activities of the group. These were then rewritten and new material added by the creative writing class of the school to form the narrative of the film. When the movie was completed the narration together with a musical background was transcribed by a wire recorder. The playback was then synchronized with the projector as the picture was shown. We thereby achieved a similar effect to a sound film at far less expense.

The production of such a film is interesting work, and its potential value more than justifies the effort entailed.—CHARLES RIPPEY and DAVID NELSON, Benson High School, Omaha 4, Nebraska.

ACTIVITIES OF OUR STUDENT- TEACHER HEALTH COMMITTEE

Each year at the Washington Gardner High School, Albion, Mich., there are several student-teacher committees selected to work on common school problems. One of these is the Health Committee. It holds regular meetings at which common problems are discussed, policies formulated, and programs planned to bring to the attention of our school.

The first meeting of the year 1947-1948 was used to organize the committee, etc. A chairman and secretary were selected and basic subcommittees were assigned. During the course of the year we have recommended and accomplished a number of things, some of which are:

1. Made a survey of the health books, pamphlets, etc., in our school library
2. Recommended that one of the school custodians be added to our committee. This was done
3. Added the county health nurse to our committee as ex-officio member
4. Developed a plan for co-ordinating school, city, county, and state health services to serve the needs of the student body
5. Made definite recommendations for the teaching of health in our school
6. Planned and handled a teachers meeting on health problems

Our major project was to plan and carry out Albion High School Health Week, April 12-16.

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We got the City Mayor to proclaim the week as Albion Health Week, the principal to proclaim the week as Albion High School Health Week. Then we developed a day-to-day program. Listed below is our schedule for the week:

Friday, April 9: Chairman gave a short speech over public address system outlining the program and urging all homerooms to participate by planning something special on health. Displays on health were placed on three bulletin-boards. Pamphlets on health were given out through homerooms.

Monday, April 12: A skit on colds was presented over public address system. A movie, "Working Together for Health," was shown at a special assembly.

Tuesday, April 13: Skit on dental care given over public address system. New displays on health were placed on bulletin-boards. Plans were announced for chest X-Rays.

Wednesday, April 14: Public address speech on T. B. was given. Short speech in assembly given by local school physician.

Thursday, April 15: Public address skit on Hay Fever presented. All seniors were taken to city hall where County Mobile X-Ray Unit took X-Rays. Bulletin-board displays were changed.

Friday, April 16: Public address system was used for a skit on first aid. Third assembly was held where principles of first aid were demonstrated by experts.

We feel that every school and community can carry out valuable programs by co-ordinating the facilities found in every school and community.—ERNEST D. GRAY, Chairman, Student-Teacher Health Committee, Washington Gardner High School, Albion, Michigan.

OUR CAMERA CLUB SERVES INTERESTS OF STUDENTS

Albert Rickey came in for an informal visit with one of his teachers. The teacher has just returned from the darkroom where she had finished printing some pictures. This was her hobby. Albert, upon seeing the pictures, exclaimed enthusiastically, "Do you develop your own pictures! Gee! I certainly would like to do that. Ned Schert and I have talked about getting our own camera club outside of school but that's not too easy. We wouldn't have all the necessary equipment, nor the money to buy it. Wouldn't it be possible to have a camera club in school?"

Miss Tappan had a keen interest in the students, and here sensed the opportunity to draw some students together in the light of a common

interest. Ned Schert was failing in some of his subjects and had a desire to leave school. Perhaps this would prove a means to something for which he could strive.

The next step was to give the boys a "go ahead" sign, just so far as to scout around for others interested in this type of club. The administration was approached to determine if such a club would be approved. The response was affirmative.

At the first meeting a temporary chairman and a secretary were elected. A committee was appointed to correspond with other schools having camera clubs so as to learn of their functions, activities, plan of organizations, etc. At this point, Albert offered a valuable contribution. He was much interested in art. Couldn't he make signs and posters to be put up on the bulletin-boards to advertise the club and to create interest among those not already approached? This excellent idea was adopted.

At the second meeting a committee was appointed to draw up a constitution. This set forth the principles and plan of the organization. In regard to obtaining equipment, a committee was named to approach the student council for a loan. The loan granted, an enlarger was purchased. Various members contributed equipment from home. Ned offered his darkroom at home to those who didn't find opportune school time to use the school's darkroom. Laboratory cards for one dollar were purchased by each student member to get the paper and other supplies.

The work was carried on during study periods, at the convenience of the teacher, and after school. Meetings were held once every two weeks after school. Skilled amateurs were invited to give talks and demonstrations on vari-

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ous phases of photography. Picnics and outings were held where pictures of landscapes, clouds, and other objects of nature were taken and studied. At various times these pictures were exhibited.

The loan from the student council was paid by taking pictures of the various athletic teams and selling them for five cents apiece. This even realized a profit for the group, and the club purchased books and magazines on photography with the remainder.

This club has given satisfaction to those interested in photography. It has made more read to students participating, some of the chemical reactions and also has dealt in some respects with physics. It has brought forth problems in management and finance. Reading skills and new vocabulary achievement have been attained.

Work at first was mostly in still life, candid, and portraits. The last meetings have shown an eagerness on the part of students to enter the movie camera field. Interest has been keen. Co-operative ideas worked out together have proved to be of much satisfaction to the group.—
SAIMA E. KUIVILA, Junior High School, Negaunee, Michigan.

Comedy Cues

POOR KID

A school teacher wrote to the parent of a little boy: "Your boy Charles shows signs of astigmatism. Will you please investigate and take steps to correct it?"

The next morning she received a reply from

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the boy's father who wrote: "I don't exactly understand what Charlie has done, but I walloped him tonight and you can wallop him tomorrow. That ought to help some."—*Michigan Education Journal*.

NO MISUNDERSTANDING

A teacher, calling the roll on the first day of school came to the name Carl Sandburg.

Teacher—Do you know that there is a great American poet named Carl Sandburg?

Pupil—I ain't him.

Fish

Walking down the street with a friend one day, a professor passed a large fish store where a fine catch of codfish, with mouths wide open and eyes staring, were arranged in row. The professor stopped, looked at them, and clutching his friend by the arm, exclaimed: "Heavens, that reminds me—I should be teaching a class."

NE'ER THE TWAIN SHALL MEET

East: "You've got a homely face."

West: "Where I come from that meant fight."

East: "Yeh?"

West: "Yeh, that's why I moved."

—Balance Sheet

TENDER AGE

Thirteen-year-old Bud had been invited to a "girls' choice" school dance. The day after the party, he reported that his girl had met him at the door of the gym, handed him a quarter and told him to buy his ticket. They hadn't seen each other again all evening.

His flabbergasted father asked him just how the evening had been spent.

"Oh," said Bud, "the girls danced with each other and the boys ran around the track and wrestled and everybody had a swell time."

—Journal of Education

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